

# ANIMATING AWARENESS-RAISING ACTIVITIES TO COUNTER MISTREATMENT AND BULLYING OF OLDER ADULTS

**DAMIA Practice Guide**  
For all animators



Chaire de recherche sur la maltraitance  
envers les personnes âgées  
Research Chair on Mistreatment of Older Adults



## LEGEND



To Encourage Further Reflection



Keep in Mind



For More Information



Practical Advice

### Research Partner Organizations

This action research project was carried out by the *Research Chair on Mistreatment of Older Adults* of the University of Sherbrooke, located at the Research Center on Aging of the CIUSSS Estrie-CHUS, and DIRA-Estrie.



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Research Chair on Mistreatment of Older Adults



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Québec 

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The teams of the *Research Chair on Mistreatment of Older Adults* and DIRA-Estrie

# Summary

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## INTRODUCTION

### Where does this practice guide come from?

This Practice Guide stems from the DAMIA action research project, conducted by the University of Sherbrooke *Research Chair on Mistreatment of Older Adults* in partnership with DIRA-Estrie, a community-based organization that counters mistreatment of older adults.

This three-year research project (2015-2018) aimed to develop and improve awareness-raising activities of community organizations in the effort to help older adults recognize situations of mistreatment or bullying and to encourage asking for help when needed.

This action research project identified the obstacles and facilitating factors to asking for help in situations of mistreatment and bullying, as well as the needs of older adults regarding raising awareness.

The recommendations of this Practice Guide are based on the results obtained in the action research project.

### What does DAMIA mean?

DAMIA is the acronym of the project's title in French which means: Asking for help in a context of mistreatment or bullying experienced by older adults.



### FOR MORE INFORMATION

For further information on the DAMIA project, please consult the *Research Chair on Mistreatment of Older Adults* website: [maltraitancedesaines.com/en/](http://maltraitancedesaines.com/en/)

The section can be found under “Chair’s activities” and then “Completed research projects”.

### What is the objective of this practice guide?

The DAMIA Guide includes two booklets. This document consists of the DAMIA Guide booklet, which is intended to **prepare and support animators of awareness-raising activities to counter mistreatment and bullying of older adults**. The second booklet is dedicated to administrators and coordinators of community organizations.

### What is the target audience for this practice guide?

This guide is intended for all persons, volunteers or employees, who undertake awareness-raising activities in community organizations and who intervene in a context of mistreatment or bullying of older adults in Quebec.

### What is its content?

The content of this booklet is firstly to present general knowledge on mistreatment, bullying and the wellness care of older adults. It then proposes concrete lines of action for the elaboration, the planning and the animation of activities to raise awareness. The improvement of awareness-raising practices aims to **encourage older adults to ask for help when experiencing mistreatment and bullying**.

### How to use this practice guide?

This booklet is divided into five sections, including appendices. Consulting the table of contents allows you to target specific information, according to your needs. Recommendations can vary depending on the mission and operational approach of community organizations.

“And we must also thank the volunteers for their work to ensure the tone was set for people to pick up the phone and say: I need help, I recognize that I have been mistreated or bullied and I want out of this situation.”

- DIRA-Estrie (free translation)

# SECTION 1

## Definitions

### Mistreatment, Bullying and Wellness Care of Older Adults



This section outlines the key elements to remember about mistreatment and bullying of older adults.

It is important to know the particularities of these topics in order to adequately inform the people you meet.

In addition, a definition of wellness care is presented.

## 1.1- MISTREATMENT OF OLDER ADULTS

### Definition:

“Mistreatment is a single or repeated act, or lack of appropriate action, intentional or unintentional, occurring within any relationship where there is an expectation of trust, which causes harm or distress to an older adult.”<sup>20</sup> (p. 15)

### Elements to be retained:

- **An act** (violence) or the **absence of an act** (negligence)
- **Singular** (only one occurrence) or **repetitive** (several occurrences)
- **In a relationship that should be based on trust**
- **Causing harm or distress** to an older adult (consequences)
- **Intentional\*** (the person *wants* to cause harm) or **unintentional** (the person *does not want* to cause harm or *does not understand* the harm they are causing)

“I think it happens more often than we think”

- Woman 18, group 5 (free translation)



### KEEP IN MIND

\***Careful:** It is crucial to evaluate the various components involved and the situation in order to avoid prematurely concluding the nature of the intentions of the person deemed to be responsible for the mistreatment.<sup>23</sup>

### Types of mistreatment:<sup>23</sup>

- **Psychological:** humiliation, blackmail, manipulation, threats, rejection, isolation, etc.
- **Physical:** physical aggression, depriving a person of comfort or security, etc.
- **Sexual:** inappropriate comments of a sexual nature, sexual assault, depriving a person of privacy, etc.
- **Material or Financial:** embezzlement, pressure to change the will, etc.
- **Organizational:** conditions or practices that lead to disrespecting a person’s rights, etc.
- **Violation of the person’s rights:** denying the right to choose, imposing medical treatment, etc.
- **Ageism:** prejudices, disregard for age, infantilization, etc.

## 1.2- BULLYING OF OLDER ADULTS

### Definition:

“Bullying of older adults is an act, or the absence of action, of a single or repetitive nature that is generally deliberate and is committed directly or indirectly within a relationship of force, power or control between individuals, which is motivated by the intent to cause harm to one, or more, older adults.”<sup>1</sup> (free translation, p.52-53)

### Elements to be retained:<sup>1</sup>

- **An act** (violence) or the **absence of action** (negligence)
- **Single** (only one occurrence) or **repetitive** (several occurrences)
- Power dynamic: involves **force, power or control**, between the bully and the bullied
- Can occur in **any type of relational dynamic** (either trust-based or not)
- **Generally intentional** (exception: unless the person responsible for the bullying has demonstrated cognitive impairment or some mental health issues)
- **Negative consequences** for the older adult and their entourage

“Bullying is very serious. Much more than we think it is.”

- Man 37, group 13 (free translation)

Acts of bullying can be **direct** or **indirect**. *Cyberbullying* is considered to be an indirect act of bullying since it is achieved through the use of information and communication technologies (ICT) (e-mails, text messages, social networks, etc.).<sup>1</sup>

### Types of bullying:<sup>18</sup>

VERBAL	PHYSICAL	SOCIAL	MATERIAL
Insults Threats Mocking Discriminatory remarks Etc.	Tripping Shoving Abusive contention Aggression Etc.	Humiliation Rumours Exclusion Isolation Etc.	Vandalism Appropriation of the property of others Etc.

### 1.3- DISTINCTION BETWEEN MISTREATMENT AND BULLYING

Results from the DAMIA action research project indicate that many older adults have difficulty distinguishing between mistreatment and bullying.

In some circumstances, bullying can be a means of mistreating a person. For example, “verbal bullying can be a way of psychologically mistreating an older person.”<sup>20</sup> (p. 19)

“When I found out what the theme was, I thought: bullying IS mistreatment!”

- Woman 84, group 11 (free translation)

Distinctive elements:	MISTREATMENT	BULLYING
Intention	Intentional or unintentional	Generally intentional
Type of relationship	A trusting relationship	Any kind of relationship
Balance of power	Concept undeveloped	An imbalance of power and control



#### TO ENCOURAGE FURTHER REFLECTION

Mistreatment and bullying can be confused with related issues (harassment, discrimination, exploitation, etc.).

To learn about the definitions of these related issues, you can consult the glossary published by the Quebec Government:  
<https://www.mfa.gouv.qc.ca/en/intimidation/definition/Pages/glossaire.aspx>

## 1.4- WELLNESS CARE

This is a concept that could be addressed during awareness-raising activities to counter mistreatment and bullying.

**“...we must also eventually discuss wellness care.”**

- Woman 84, group 11 (free translation)

However, it is important to clarify for the participants that **wellness care does not, on its own, counter mistreatment or bullying.**

### **Definition:**

**“Wellness care is about well-being, respecting dignity, self-fulfillment, self-esteem, inclusion and the security of the person. It is expressed through attention, attitude, actions and practices that demonstrate respect for the values, culture, beliefs, life course, singularity and rights and freedoms of the older adult.”** <sup>20</sup> (free translation from the French version of the Action Plan, p.38)

### **Promoting Wellness Care means:** <sup>20</sup>

- Consult the older adult for all decisions that concern them.
- Inform the person of their rights and of their options.
- Respect confidentiality.
- Communicate in a respectful manner.
- Adapt services to meet needs.
- Adapt the space to respect privacy.
- Create a committee to welcome new members of a group.
- Etc.





# SECTION 2

## Obstacles and Facilitating Factors to Asking for Help



This section provides an overview of the elements that would prevent or encourage older adults to ask for help if they were faced with mistreatment or bullying.

A better understanding of the obstacles and facilitating factors of asking for help opens new avenues for reflection and action when help is needed.

## 2.1- ASKING FOR HELP, ACCORDING TO OLDER ADULTS

In the context of mistreatment or bullying, asking for help can take different forms: reporting to management of an establishment, asking for help from a professional within health and social services, denunciation to police authorities, etc.

However, just talking to a trusted person about your situation is already a step towards asking for help. Many older adults state that in a situation of mistreatment, they would speak to a loved ones or a member of their family first.

“You say “asking for help” but basically, it’s to talk about it.”

- Woman 21, group 4 (free translation)

## 2.2- OBSTACLES TO ASKING FOR HELP ACCORDING TO OLDER ADULTS

The older adults interviewed in the DAMIA action research identified what would prevent them from asking for help if they experienced mistreatment or bullying (target), as well as if they were a witness to such a situation.

TARGET	WITNESS
<ul style="list-style-type: none"> <li>• <b>Fear of retaliation and consequences</b> (fear that the situation will get worse).</li> <li>• <b>Protecting family ties</b> (dependent relationship; fear of conflict, of ending the relationship or harming the person responsible for the mistreatment).</li> <li>• <b>Fear of isolation, rejection and ending relationships.</b></li> <li>• <b>Feelings of shame, embarrassment and guilt.</b></li> <li>• <b>Lack of ability</b> (lack of physical, psychological, social or financial means) *.</li> <li>• <b>Lack of awareness of mistreatment and resources or lack of trust.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Fear of retaliation</b> (fear for oneself and for the target).</li> <li>• <b>Doubt related to lack of information</b> (not understanding the situation, the actions to be taken and the available resources; fear of making a mistake).</li> <li>• <b>Refusing to interfere in the situation</b> (interfering in someone else’s business).</li> <li>• <b>The target won’t consent</b> (the target refuses to allow the witness to ask for help).</li> <li>• <b>Distrusting of support services</b> (negative perception of services).</li> </ul>

\* Some older adults are unable to defend themselves or to ask for help on their own. This is the case, for example, of people with a **cognitive disorder** (e.g., Alzheimer’s disease) or a **physical or mental health problem** that limits their abilities (loss of autonomy, decreased understanding, etc.).<sup>15</sup>

## 2.3- FACILITATING FACTORS TO ASKING FOR HELP ACCORDING TO OLDER ADULTS

In contrast to obstacles, older adults identified what would encourage them to ask for help if they experienced mistreatment or bullying (target), as well as if they witnessed such a situation.

TARGET	WITNESS
<ul style="list-style-type: none"> <li>• Reaching one's personal limits (intolerable situation).</li> <li>• Awareness of mistreatment, of the situation and the available resources.</li> <li>• Access to quality support and accompaniment services (services that are professional, confidential and respectful of a person's rhythm and lead to a trusting relationship).</li> <li>• Personal abilities (physical, psychological, social or financial).</li> <li>• Desire to regain power over one's life.</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness of mistreatment, of the situation and the available resources.</li> <li>• Beliefs and values (feeling of injustice and of the need to help others).</li> <li>• Perception of the seriousness of the situation (intolerance of the situation; vulnerability of the person who is targeted*).</li> <li>• Access to confidential support services (to protect yourself and the target).</li> </ul>

*\* In cases where the target of mistreatment does not have the capacity to defend themselves (vulnerable), their network of loved ones can provide a critical safety net to prevent, identify and counteract mistreatment or bullying.*



## 2.4- OPTIMIZING FACILITATING FACTORS AND REDUCING OBSTACLES TO ASKING FOR HELP

How to deal with obstacles and facilitating factors when asking for help during awareness-raising activities?

Here are some elements to incorporate into current practices to encourage the transition from the recognition of a situation of mistreatment or bullying to the phase of asking for help.

ACTIONS...	CONCRETELY...
<p><b>Create a trusting climate</b></p> <p>Attempt to build trust before, during and after the event.</p> <p>Be reliable, respectful and organized.</p>	<ul style="list-style-type: none"> <li>• Welcome the group warmly.</li> <li>• Introduce yourself (name, role, experiences).</li> <li>• Be well informed of the themes of the activity.</li> <li>• Be sure to listen actively to the participants; show empathy and patience.</li> <li>• Be available after the activity (to listen and provide referrals).</li> </ul>
<p><b>Raise awareness of mistreatment and bullying</b></p> <p>Define mistreatment and bullying in awareness-raising activities.</p> <p>Promote learning and recognition of these situations.</p>	<ul style="list-style-type: none"> <li>• Present simple definitions. (essential elements to remember).</li> <li>• Suggest examples or scenarios to help distinguish between mistreatment and bullying.</li> <li>• Ask the group to identify clues, consequences, courses of action, etc.</li> </ul>
<p><b>Demystifying the obstacles to asking for help</b></p> <p>Verify what the participants think about asking for help in the context of mistreatment and bullying.</p> <p>Attempt to reduce reluctance and increase confidence in the outcome of asking for help.</p>	<ul style="list-style-type: none"> <li>• Ask participants to identify what would prevent them from asking for help.</li> <li>• Answer questions (inform and reassure).</li> <li>• Emphasize the benefits of asking for help: provide an example where, in doing so, there were positive results.</li> <li>• Emphasize that confidentiality, choice and rhythm of the older adult is respected by support services.</li> <li>• State that asking for help rarely leads to a judicial process.</li> </ul>

ACTIONS...	CONCRETELY...
<p><b>Underline the importance of witnesses</b> Promote the role of witnesses. Inform participants to know what to do or what to say if they witness a situation of mistreatment or bullying.</p>	<ul style="list-style-type: none"> <li>• Suggest scenarios and ask participants how they would act if they were in the witness' place.</li> <li>• Raise awareness of the security of witnesses (never put yourself in danger).</li> </ul>
<p><b>Present the available support services</b> Inform participants of easily accessible resources in the area that provide support, depending on the needs of the person.</p>	<ul style="list-style-type: none"> <li>• Explain existing services.</li> <li>• Provide documentation (flyer, business card, checklist).</li> <li>• Underline the reassuring aspects (free of charge, confidentiality, respecting your rhythm and your needs, accessibility, the number of follow-ups per year, etc.).</li> </ul>



### FOR MORE INFORMATION

In the appendices section you will find...

- Examples to clearly distinguish mistreatment and bullying (**Appendix 1**).
- A memory aid: Actions to be taken by a witness to mistreatment or bullying (**Appendix 2**).
- A list of support services (**Appendix 3**).



# SECTION 3

## Animating Awareness-Raising Activities with Older Adults



This section presents recommendations to improve the animation or co-animation of awareness-raising activities on the themes of mistreatment and bullying of older adults.

### 3.1- IMPORTANT VALUES TO RESPECT IN ANIMATION <sup>10</sup>

- **Warm attitude:** aims to establish a favourable climate.
- **Respect:** considers the ideas of the participants.
- **Cooperation:** promotes a collaborative approach.
- **Flexibility:** adapts according to the needs of the group.
- **Honesty:** acts in coherence with one's values and feelings.

### 3.2- THE ANIMATORS' RESPONSIBILITIES <sup>10</sup>

- Act with honesty, loyalty, prudence and diligence.
- Respect the confidential nature of one's role.
- Provide a quality service.
- Respect the commitment and the code of ethics.
- Refuse any personal financial reward.
- Refrain from propaganda (political or religious allegiance, etc.).
- Appropriately refer anyone for a situation that requires intervention.



#### KEEP IN MIND

Careful! The animator must remain neutral and therefore not pass judgement or offer their personal opinion.

### 3.3- BREAKDOWN OF THE ACTIVITY

The breakdown of the activity should be detailed in the **animation guide** provided by the community organization. A detailed procedure helps the animator to better manage their time.

Here is an example of an activity using a video as a medium. In this case, it is recommended that the animator provides another support (e.g., skit or situational exercises) in case of technical problems.

SCHEDULE	ACTIONS	BREAKDOWN	TECHNIQUE	SUPPORT
1:30 p.m.	Create a positive space for participants	<ul style="list-style-type: none"> <li>• Introduce the animator and the participants.</li> <li>• Announcement by the animator concerning their availability after the activity for specific questions.</li> </ul>	Go around the table to introduce everyone (if applicable)	Animator wears a nametag with their name and the name of their organization
1:40 p.m.	Introduce and present the breakdown of the activity	<ul style="list-style-type: none"> <li>• Present the activity's theme, the objectives and outline.</li> <li>• Validate the expectations of the participants.</li> </ul>	Presentation	None
1:50 p.m.	Show an awareness-raising video	<ul style="list-style-type: none"> <li>• Show the video.</li> </ul>	None	DVD + Material
2:10 p.m.	Transfer of knowledge	<ul style="list-style-type: none"> <li>• Animate a group discussion on the content of the video (interactive presentation of the content).</li> <li>• Discussion on the avenues for possible solutions to counter acts of mistreatment and bullying.</li> <li>• Present existing support services and resources</li> <li>• Summary of the essential elements.</li> </ul>	Interactive discussion	None
2:50 p.m.	Verify that the objectives of the organization are achieved	<ul style="list-style-type: none"> <li>• Have a verbal discussion on the group or have the participants complete an evaluation on the activity (if applicable).</li> </ul>	None	Evaluation questionnaires
2:55 p.m.	Share informative documents on support services	<ul style="list-style-type: none"> <li>• Distribute the coordinates of the different organizations or professionals available to offer support.</li> </ul>	Document distribution	<ul style="list-style-type: none"> <li>• List of support services</li> <li>• Memory aid</li> <li>• Leaflet</li> </ul>

### 3.4- GENERAL RECOMMENDATIONS FOR ANIMATION <sup>17</sup>

How to improve awareness-raising activities while maximizing facilitating factors to asking for help within the context of mistreatment and bullying?

The following recommendations may vary depending on the operating methods of the various community organizations.

#### BEFORE THE ANIMATION

##### Be prepared

- Know the environment, the estimated number of participants and their characteristics.
- Master the content of the activity.
- Customize the animation guide to make it your own (objectives, steps of the activity, etc.).
- Foresee the necessary material (bring it all, even if the organization confirms having the necessary equipment, especially in the event there is a need for audiovisual equipment).
- Make sure to arrive between 20 and 30 minutes in advance to:
  - Prepare the equipment and finalize the location of the room.
  - Ask the person in charge of the area to make a reminder over the intercom, if applicable.
  - Greet participants, encourage them to introduce themselves individually, if applicable.
  - If possible, put your name on a nametag and ask the participants to do the same.



#### FOR MORE INFORMATION

A memory aid for the preparation and self-evaluation of an animation is available in **Appendix 4**.

## DURING THE ANIMATION

### Welcome participants and introduce everyone

- Warmly welcome the participants and thank them for their presence.
- Introduce yourself and the organization you represent:
  - Tell the group your name, function and relevant experiences related to the theme (credibility).
  - The mission and services: highlight relevant information (e.g., free and confidential services, accompaniment that meets the needs, statistics, etc.).
- Announce your availability after the activity to answer more specific or personal questions. Briefly explain the limits of your role.
- Promote mutual knowledge of participants, only if applicable.

### Create a trusting atmosphere

- Demonstrate organization and adaptability.
- Invite participants to express their expectations and apprehensions.
- Establish a respectful environment:
  - Establish “rules” according to the activity (e.g., raise your hand to speak, no place for discriminatory remarks). Use the code of conduct of the organization where the activity is being held, if applicable.
- Clearly state the objectives of the activity:
  - Reassure the group that the activity aims to raise awareness and not to publicly denounce a specific person or situation.
- Demystify the process of asking for help:
  - Ask participants about obstacles to revealing a difficult situation.
  - Reassure the group about the confidentiality of support services.
  - Emphasize that asking for help rarely entails a judicial process.
  - Discuss the advantages of asking for help (to be supported, advised, etc.).
  - Give an example of a situation where asking for help led to positive results.

### Respect participants and encourage motivation

- Stand in front of the group; speak loudly enough for everyone to hear well (consider possible hearing or seeing challenges).<sup>7</sup>
- Make sure the presentation is simple and clear with precise and concrete information:
  - Adapt your vocabulary to the group profile (without treating the participants as children).
  - Give various examples to improve their understanding.
- Make room for group questions and respond appropriately.

## Respect participants and encourage motivation (continued)

- Encourage the participation of the older adults:**
  - Ask open-ended questions to encourage exchanges and discussions.
- Reformulate the questions and answers of participants** so that everyone has heard.
- Be patient:**
  - Repeat the instructions by formulating them in different ways, if necessary.
  - Consider the difficulties of expression: give the person time to express themselves.
- Favour educational and positive (and non-judgmental) remarks.**



### PRACTICAL ADVICE

#### The animator's non-verbal communication:

Animate while standing, avoid sudden movements or tics, maintain a relaxed posture and eye contact with the group, etc.

#### The participants' non-verbal communication:

Non-verbal communication may indicate incomprehension, disagreement, discomfort, disinterest, a challenging emotional reaction, etc.

## Conclude with a summary of the activity

- Ask participants what they retained from the activity.**
- Summarize the essential elements and review the objectives of the activity.**
- Collect the group's comments:** ask the group to give feedback and note the comments or complete an evaluation grid for the activity, if applicable.
- Show appreciation to the participants for their presence and participation.**

## AFTER THE ANIMATION

### Adequately inform and refer

- Distribute relevant documentation** (flyers with the name of a contact person, memory aid, updated help resource lists, bookmarks, etc.).
- Greet an older adult who chooses to confide, refer them to the right resource, or directly accompany them in the process of asking for help** (according to the approach of organization that you are representing).

### Welcome feedback

- Target the strengths of the animation and what can be improved.**
- Foresee adjustments to improve for the next session.**



### PRACTICAL ADVICE

In the case where the animator does not know the answer to a question:

- 1- Stay calm and in control.
- 2- Ask for support from someone who knows the answer (if applicable).
- 3- Recall your role: suggest that an intervention worker will contact them at another time (if applicable).
- 4- Refer the person appropriately (to the correct service according to the question asked).

It is normal for specific questions to be difficult to answer. **It is better to refer to support services than to assume responses that may be inadequate.**

## 3.5- CO-ANIMATION

Animating an activity with one or more people helps to share responsibilities while providing a favourable learning environment. For the participants, co-animation offers additional information as well as a variety of communication styles. <sup>24</sup>

### NECESSARY CONDITIONS FOR CO-ANIMATION TO SUCCEED <sup>24</sup>

To maximize the potential of co-animation, here are some things to consider:

#### Preparation

- Meeting between co-animators:**
  - Learn to know each other (animation styles, strengths, weaknesses, etc.).
  - Discuss each person's vision for the theme (harmonize speeches).
  - Define roles and share animation equitably, according to strengths. <sup>5</sup>

#### Identify

- Present the role and status of each animator.**

#### Collaborate

- Help each other and be supportive:**
  - Avoid contradicting other animators.
  - Help each other to coach the group, answer questions, observe the group's reactions and adapt in consequence, etc.

## Adapt

### ❑ Being able to adapt during co-animation:

- Minimize direct communication between the animators in front of the group (be discreet and make a quick decision to maintain the interest of the participants).

## Evaluate

### ❑ Evaluate the co-animation and the progress of the activity:

- Share their impressions on the breakdown of the group, the dynamics, the ambiance, etc.
- Identify the strengths and challenges of the co-animators and foresee adjustments.



### PRACTICAL ADVICE

#### To demonstrate the cohesion between the co-animators: <sup>5</sup>

- Have previously established operating rules and be in agreement.
- Use the “we” instead of the “I”.
- Share the space: vary the positions and use the material together (e.g., one person can hold some material while the other explains).



### 3.6- SENSITIVITY TO GENDER

Mistreatment of older adults spares no gender, and neither does bullying. <sup>2</sup> However, when asking for help, women and men do so differently.

#### The approach adopted by women when asking for help:

It is recognized that women use support services more than men and are generally more likely to consult with regards to emotional problems. <sup>22</sup>

However, asking for help in the context of mistreatment and bullying among women is fraught with challenges. Several factors may make an older woman ambivalent or more reluctant to reveal a situation of mistreatment or bullying, for example in relation to:

- **A history of violence:** Historically, women have often been marginalized by society and have been the target of various forms of violence. The accumulation of experiences of victimization has consequences for the health of older women. <sup>19</sup>
- **Traditional roles:** Older women who have internalized traditional roles and values may find it more difficult to reveal a situation of violence (emphasis on the institution of marriage and the preservation of the family unit). <sup>19</sup>

#### The approach adopted by men when asking for help:

Men usually have a different way of asking for help.

“The classic intervention based on the desire and capacity of people to verbalize their suffering, tends to distance traditional men because they are not inclined to complain or to ask for help.” <sup>22</sup>  
(free translation, p.7)

**“Oh no, my business is my business.  
And another’s is another’s!”**

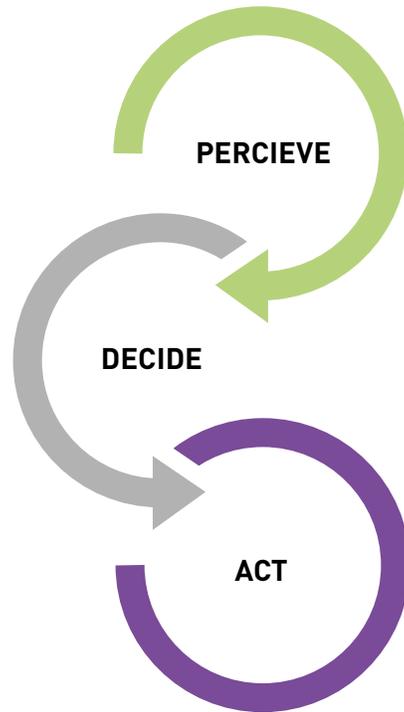
- Man 24, group 18 (free translation)

**The process of asking for help:** <sup>10</sup>

Perceive symptoms, recognize that there is a problem and that there is a need to ask for help.

The spontaneous tendency is to deny the problem, to wait for time to pass or to try to find a solution oneself. **It is when this is ineffective that a man will ask for help.**

Asking for help often results when the entourage places pressure on the male older adult or is the consequence of a crisis situation.



**“We can try and defend ourselves one time, but if we lose control... it would be good to have some help...”**

- Man 3, Group 5 (free translation)



### Participation in activities according to gender:

Several people who animate awareness-raising activities on the themes of mistreatment and bullying have pointed out that the majority of their audience is often older women. How can older men be encouraged to participate?

BE AWARE THAT...	CONCRETELY...
<ul style="list-style-type: none"><li>• Older men may not be comfortable expressing their emotions.</li></ul>	<ul style="list-style-type: none"><li>• Find ways to raise awareness that do not rely solely on speech and the expression of emotions. <sup>22</sup></li><li>• Present concrete examples, scenarios, videos, etc.</li></ul>
<ul style="list-style-type: none"><li>• Many men do not like to be in a position where they need help. <sup>22</sup></li></ul>	<ul style="list-style-type: none"><li>• Emphasize the confidentiality of support services (reassure).</li><li>• Give examples to illustrate help services and increase the level of trust in them.</li><li>• Offer choices, without being too prescriptive.</li><li>• Find a title for the activity that reaches out to witnesses (less confrontational).</li></ul>

## 3.7- SEXUAL DIVERSITY

Many lesbian, gay, bisexual and transgender (LGBT) older adults have suffered experiences of exclusion, discrimination and rejection due to their sexual orientation. <sup>14</sup>

Thus, LGBT older adults generally remain invisible to avoid giving rise to negative reactions (discrimination, intimidation, neglect, etc.)<sup>19</sup> against them. <sup>14</sup>

Awareness-raising activities on mistreatment and bullying can also help to counter homophobia and transphobia.

### Animate while promoting wellness care of LGBT older adults: <sup>14</sup>

- **Demonstrate openness to sexual and gender diversity:** recognize one's own biases, where appropriate. <sup>19</sup>
- **Counter prejudices:** counter preconceived ideas with information. Do not tolerate homophobic or transphobic statements and intervene according to the situation.
- **Use inclusive vocabulary:** avoid assuming by default that everyone is heterosexual (e.g., Do you have a partner/spouse? Instead of husband or wife)



### PRACTICAL ADVICE

#### When meeting with a transgender person: <sup>14</sup>

- In the event of doubt regarding the person's gender identity: ask them to introduce themselves and ask that they clarify how they would like to be referred to so as to ensure you use the right pronoun.
- Avoid excess curiosity: ask questions delicately, with discretion and when pertinent to the topic being discussed.

## 3.8- CULTURAL DIVERSITY

In addition to individual representations, **culture** (beliefs, values, customs, etc.) is a factor that **influences the conception and definition of mistreatment and bullying of older adults.** <sup>19</sup> Thus, some situations of mistreatment and bullying are not recognized or are kept silent.

On the other hand, there are some of obstacles for asking for help that are specific to ethnocultural communities, such as:

- Lack of awareness or distrust of public services.
- Fear of being judged or excluded by their community.
- Language barrier.
- Belief that professionals are likely to ignore the particularities of their culture.

### Awareness-raising practices for ethnocultural communities:

When running an awareness-raising activity, it is essential to consider cultural diversity and demonstrate openness to coping with difference.<sup>24</sup>

ACTIONS...	CONCRETELY...
<p><b>Know the cultural particularities of the participants.</b><sup>24</sup></p>	<ul style="list-style-type: none"> <li>• Identify important characteristics to consider for the activity (e.g., level of spoken and written French/English, level of education, immigrant status, cultural and family values, etc.).</li> </ul>
<p><b>Facilitate communication and exchange.</b></p>	<ul style="list-style-type: none"> <li>• Adapt your speed and vocabulary (very simple and clear words, short sentences). Reformulate remarks.</li> <li>• Use visual aids and gestures.<sup>19</sup></li> <li>• Validate the understanding of the participants.</li> </ul>
<p><b>Explore representations about mistreatment and bullying of older adults.</b></p>	<ul style="list-style-type: none"> <li>• Ask participants how they define mistreatment and bullying.</li> <li>• Present the definition from the action plan (Quebec) and compare with their definitions (common and distinctive elements).</li> <li>• Avoid contradicting and be respectful of differences.</li> </ul>
<p><b>Promote the recognition of mistreatment and bullying.</b></p>	<ul style="list-style-type: none"> <li>• Communicate essential and accurate information.<sup>19</sup></li> <li>• Present simple and concrete examples (e.g., skits or silent video, with eloquent non-verbal messages).</li> </ul>
<p><b>Demystify support services in Quebec.</b></p>	<ul style="list-style-type: none"> <li>• Provide information about support services, access to services and modes of operation, legal framework, etc.<sup>38</sup></li> <li>• Discuss confidentiality and respect for privacy, which is a right as dictated by Canadian law.<sup>16</sup></li> <li>• Discuss how asking for help can lead to mediation instead of denunciation if desired.<sup>16</sup></li> </ul>
<p><b>Provide documentation, translated into the participants' first language, as needed.</b><sup>16</sup></p>	<ul style="list-style-type: none"> <li>• Mistreatment and bullying memory aids.</li> <li>• Flyers, list of support services (with descriptions of services).</li> </ul>

### 3.9- CHALLENGES OF ANIMATION

The animation or co-animation of awareness-raising activities entails certain challenges, including in relation to the diversity of the groups encountered. On the other hand, the type of participation and the reactions to mistreatment and bullying certainly vary from person to person.

#### Types of participation <sup>3</sup>

Certain types of participation can sometimes undermine the progress of an activity and cast doubt on the skills of the animators.

TYPES OF PARTICIPANTS	ACTIONS
<p><b>Silent types</b> Due to being timid, lack of confidence, difficulty to express oneself, fears, etc.</p>	<ul style="list-style-type: none"> <li>• Check the person’s understanding; find out if they have questions or want to share their opinion.</li> <li>• Go around the group to encourage participation, if applicable.</li> <li>• Do not insist if the person seems comfortable in silence.</li> </ul>
<p><b>Motor-mouth types</b> Someone who speaks a lot, monopolizes exchanges and sometimes makes statements that are off topic.</p>	<ul style="list-style-type: none"> <li>• Try to frame by specifying the objectives and duration of the activity.</li> <li>• Ask to summarize their thoughts by reminding them that other participants also want to express themselves.</li> <li>• Suggest continuing the discussion at the break, when the person goes off topic.</li> </ul>
<p><b>Negative types</b> Critical, demonstrates constant disagreement or dissatisfaction.</p>	<ul style="list-style-type: none"> <li>• Consider the person’s point of view and suggest that they talk about it during the break or after the activity.</li> <li>• Ask the person what they suggest as ways to improve (reframing the criticisms constructively).</li> </ul>



#### PRACTICAL ADVICE

##### Questions to ask when certain behaviours disrupt an activity: <sup>3</sup>

- What is the impact of this behaviour on the group?
- As an animator, how do I feel about this behaviour?
- Which intervention would be the most adequate to ensure the group progresses well?

## Possible reactions to mistreatment and bullying

Mistreatment and bullying are themes that may provoke different reactions among the participants. Some reactions can influence the progress of the activity or even destabilize the person animating if they are not well prepared.

	ACTIONS <sup>11</sup>
<p><b>Awakening of strong emotions</b> Sadness, anger, painful memories, etc.</p>	<ul style="list-style-type: none"> <li>• Demonstrate empathy towards the person; discreetly propose to meet you after the activity.</li> <li>• Normalize the fact that the activity can revive certain emotions.</li> <li>• Discreetly give tissues, if applicable.</li> <li>• Stay calm and confident; continue the process; nuance delicately (adapt to reactions).</li> </ul>
<p><b>Discriminatory comments</b> Prejudice against a person who experiences or perpetrates mistreatment or bullying.</p>	<ul style="list-style-type: none"> <li>• Try to reframe the statement in a respectful way; reformulate the statement as a question and direct it to the group (collect varied opinions, deepen the reflection).</li> <li>• Avoid rejecting the person concerned; try to maintain collaboration and improve knowledge.</li> <li>• Nuance, inform, clarify, demystify.</li> </ul>
<p><b>Comments that encourage aggression</b> Aggression as a means of countering mistreatment or bullying.</p>	<ul style="list-style-type: none"> <li>• Transform the comment into a question and ask the group: collect some answers.</li> <li>• Convey that aggression is prohibited; emphasize that a climate of hostility may make the situation worse.</li> <li>• Encourage the group to identify alternative and appropriate actions.</li> </ul>
<p><b>Comments that encourage escape or avoidance</b> Fleeing or avoiding to address the mistreatment or bullying.</p>	<ul style="list-style-type: none"> <li>• Emphasize that the avoidance of a situation of mistreatment or bullying can have negative consequences: lead the group to identify them (e.g., isolation, depression).</li> <li>• Explain that depending on the situation, leaving the premises quickly can sometimes prevent escalation and ensure the safety of the targeted person. However, it is important that the person get help later.</li> <li>• Emphasize that situations of mistreatment or bullying are unacceptable, and that action must be taken to stop them.</li> </ul>



# SECTION 4

## Welcoming Older Adults and Referrals



Awareness-raising activities on the themes of mistreatment and bullying can spark various emotions and reflections, rekindle painful memories and can sometimes lead to a person suddenly becoming aware of their experiences. Therefore, it is important that the animators are sensitive and available after the activity to welcome older adults who feel the need to share a personal situation or to ask specific questions.

## 4.1- WELCOMING PARTICIPANTS

The animator must have certain skills to accommodate older adults who wish to address a personal situation.

### What is active listening?<sup>9</sup>

Active listening is the ability to offer the person the opportunity to be heard and understood, accept their feelings and clarify their message. The person must have the feeling of being truly listened to and heard.

### Principles of active listening:<sup>12</sup>

- **Respect:** Listen to the person without judgment.
- **Empathy:** Being able to put oneself in the person's place and understand their feelings, while maintaining an emotional distance (without feeling the suffering of others).
- **Non-authoritative:** Avoid giving advice and believing in the potential of the person.

### Communication techniques:<sup>9</sup>

Active listening is a communication technique that allows the listener to become aware of their emotions and to feel understood.

	CONCRETELY...
Reflect	<ul style="list-style-type: none"><li>• Identify and name the feelings that the person is expressing. This validates your understanding and feeds the exchange.</li><li>• E.g., "It makes you angry when ..."; "This situation seems to affect you a lot"; "You feel alone ..."; "You seem concerned".</li></ul>
Reformulate	<ul style="list-style-type: none"><li>• Resume, in one's own words, the content of the participant's message. This validates your understanding and clarifies some elements as needed.</li><li>• E.g., "What I understand is ..."; "If I understood correctly..."</li></ul>
Question	<ul style="list-style-type: none"><li>• The open question invites the person to expand their comments, without suggesting an answer. Be careful of the number of questions to prevent the older person from feeling interrogated.</li><li>• E.g., "What is ..."; "How ..."; "Why..."</li></ul>

### When the participant asks what they should do: <sup>11</sup>

Older adults may ask the animator for specific advice. However, it is preferable that the latter remain “neutral”, despite the fact that it may be tempting to advise the person or share one’s personal opinion.

How to use communication techniques:

EXAMPLES OF OPEN QUESTIONS	EXAMPLES OF REFLECTIONS
<ul style="list-style-type: none"><li>• What do you think?</li><li>• What do you want to obtain from this situation?</li></ul>	<ul style="list-style-type: none"><li>• This situation seems to really bother you...</li><li>• You don’t seem to have a solution...</li></ul>



#### KEEP IN MIND

**Warning for animators! Your role is not to intervene...** It’s important to:

- Recognize the limits of one’s role and remind the person of these limits.
- Refer the request to a person who can meet the needs of the older adult seeking advice or assistance.

## 4.2- REFERRALS

In order to be able to properly refer the participants, it is important to know or have information on hand about support services in relation to mistreatment and bullying.

When in doubt or if feeling uncomfortable with the situation, do not hesitate to refer to the organization’s coordinator.



#### FOR MORE INFORMATION

A list of support services is available in **Appendix 3**.  
It is important to regularly update the list of support services.



## APPENDIX 1

### EXAMPLES TO DISTINGUISH BETWEEN MISTREATMENT AND BULLYING

#### Is this a situation of mistreatment?

**A lady is suddenly robbed by a stranger while she crosses the street.** - No, although the gesture causes distress to the lady, the act was not conducted within a relationship of trust (stranger). Instead, it is a criminal act (theft).

**In a long-term care institution, an older adult is forced to get up regularly at 5:00 a.m. to be bathed, despite wanting to sleep longer.** - Yes, this is a situation of organizational mistreatment, because the practices of the institution do not respect the needs of the older person. This situation of mistreatment, although unintentional on the part of the staff (with whom there should be a relationship of trust), is harming the older adult.

#### Is this a situation of bullying? <sup>21</sup>

**A landlord refuses to sign a lease with a person due to her disability.** - No, because the intention of the owner is not to hurt or harm, even if this gesture may have harmful consequences for the person. Instead, it is a situation of discrimination.

**In a private retirement home for older adults, a resident makes fun of another resident about their clothing. When a witness asks them to stop, they respond that it is only to tease the other resident. The targeted resident feels rejected and increasingly avoids common areas.** - Yes, this situation has all the characteristics of bullying: it contains the intentional act (mockery), the repetition of the behaviour and relationship of power (the resident obtains power by making fun of the target) which leads to harmful consequences (the resident isolates themselves).



#### KEEP IN MIND

##### Bullying is not teasing!

Teasing takes place within a positive and friendly relationship. In such cases, both parties are having fun and there is no intention to cause the other harm. <sup>6</sup>

**During a game of cards, a woman and a man argue about the rules of the game. The tone rises, and each person attempts to assert their point.** - No, this is a conflict between two people. In a conflict, there is opposition between two parties of equal power. The intention is not to harm the other. In this case, everyone wants to be right. It is important to distinguish a conflict from a situation of bullying since one will intervene differently according to the case.



## APPENDIX 2

### HOW A WITNESS SHOULD REACT TO MISTREATMENT OR BULLYING <sup>4, 21</sup>

#### Importance of only taking action in the absence of danger:

- Never put yourself in danger.
- Respect your abilities and intervene with the perpetrator of the mistreatment or bullying **only** if you feel comfortable doing so:
  - Speak in a firm manner **without aggression** to the perpetrator of the mistreatment of bullying to conclude this behaviour.
- Avoid intervening with the perpetrator of the mistreatment or bullying if:
  - There are many people responsible for the mistreatment or bullying.
  - The physical security of the person is compromised or threatened (emergency situation).

**Inaction is not an option because ...** the situation will continue.

... the consequences will increase.

... in some contexts, inaction makes you complicit.

#### In an emergency situation (the security of the target is compromised):

- Get to a safe place and contact emergency services (Police Department, 9-1-1, Emergency Response).
- As a witness, do not hesitate to declare a situation that worries you.

#### In the absence of the perpetrator of the mistreatment or bullying:

##### Listen and reassure the targeted person:

- Stay calm, considerate and adopt a respectful and non-judgmental attitude.
- Ask the person questions to encourage them to share what they are experiencing.
- Tell the person that the actions they have suffered are unacceptable.
- Avoid telling the person what they should have done because they may feel judged.

##### Ask for help:

- Inform the person of support services and offer to accompany them to report the situation.
- Advise someone in a position of authority (e.g., person in charge of the living environment).
- Contact support services to inform yourself and to be equipped and supported as needed.

## APPENDIX 3

### RESSOURCES FOR SUPPORT AND EXISTING SERVICES

#### EMERGENCY SITUATIONS

For all emergencies (situations of **serious or imminent danger**) involving an older adult, all people must contact emergency services by dialing **9-1-1**.



#### KEEP IN MIND

Consent from the older adult is not obligatory in emergency situations.

#### SERVICES AVAILABLE 24 HOURS A DAY, 7 DAYS A WEEK - EVERYWHERE IN QUEBEC

<b>Emergency Services</b> <b>9-1-1</b>	When the security or the health of the person is compromised, call the police, an ambulance or the fire department.	<b>9-1-1</b> From a cell phone: <b>*4141</b>
<b>Info-Social</b>	Rapid access to a psychosocial worker in your region for emergency intervention services offered over the phone.	<b>8-1-1</b> (option 2)
<b>Info-Santé</b>	Free telephone consultation service to reach a nurse concerning a health problem ( <b>not urgent</b> ).	<b>8-1-1</b> (option 1)
<b>Suicide Prevention Center</b> <small>(Free translation: Québec Association of Suicide Prevention)</small>	Support services for people who are suicidal, their loved ones, people experiencing the loss of loved ones and intervention workers.	<b>1-866-APPELLE</b> (1-866-277-3553)  <b>www.aqps.info/</b> <b>besoin-aide-urgente</b> <small>(Website in French only)</small>

#### SITUATIONS OF MISTREATMENT OR BULLYING

##### For the older adult:

<b>Elder Mistreatment Helpline (Ligne Aide Abus Aînés)</b>	The provincial helpline and referral service for those seeking support and information in cases of the mistreatment of older adults. It is a free service, confidential and bilingual (English and French; interpreting service is possible for other languages).	<b>1-888-489-ABUS</b> (1-888-489-2287)  <b>www.aideabusaines.ca</b>  From 8 a.m. to 9 p.m. 7 days a week
<b>CDPDJ</b> Commission des droits de la personne et des droits de la jeunesse	Organization devoted to advocating for human rights with regards to Quebec Charter for Human Rights and Freedoms. Free and confidential services.	<b>1-800-361-6477</b>  <b>www.cdpcj.qc.ca</b>
<b>CLSC</b> Centre local de services communautaires	Front-line health and social services that are free of charge and aim to improve the health and well-being of citizens.	Depending on your region: <b>www.sante.gouv.qc.ca/</b> <b>repertoire-ressources/clsc</b>

### In the event of incapacity:

**Public Curator of Quebec (Curateur public du Québec)**

Organization for the protection of incapacitated persons, their autonomy and respect for their rights.

**1-800-363-9020**  
[www.curateur.gouv.qc.ca](http://www.curateur.gouv.qc.ca)

### For service users of the health and social services network:

**CPQS\***  
**Commissaire aux plaintes et à la qualité des services**  
(The Health and Social Services Network Complaint Examination System)

Receives and responds to complaints from service users relating to the services they've received from the Health and Social Services network.

Depending on your region:  
[www.sante.gouv.qc.ca/en/systeme-sante-en-bref/plaintes/](http://www.sante.gouv.qc.ca/en/systeme-sante-en-bref/plaintes/)

**CAAP**  
**Centre d'assistance et d'accompagnement aux plaintes**  
(Center for assistance and accompaniment when filing a complaint)

Services to assist and accompany those who wish to pursue their dissatisfaction regarding their experiences with an establishment within the health and social services network.

**1-877-767-2227**  
[www.fcaap.ca](http://www.fcaap.ca)

**CPM**  
**Conseil pour la protection des malades**  
(Advisory group for people seeking health and social services)

To promote and defend the rights of users of the health and social services network in order to increase their potential to take action and improve the quality of the services offered.

**1-877-CPM-AIDE**  
(1-877-276-2433)  
[www.cpm.qc.ca](http://www.cpm.qc.ca)

**RPCU**  
**Regroupement provincial des comités des usagers**  
(Provincial Group of Users' Committees)

Defend and protect the rights of users of the health and social services network by supporting users' and residents' committees in carrying out their mission and by exercising leadership in improving the quality and safety of health and social services in Quebec.

**1-877-276-2433**  
[www.rpcu.qc.ca](http://www.rpcu.qc.ca)

**The Quebec Ombudsman\***

The Quebec Ombudsman is impartial and independent which addresses complaints with regards to public services.

**1-800-463-5070**  
[www.protecteurducitoyen.qc.ca/en](http://www.protecteurducitoyen.qc.ca/en)

\* Older adults living in a private seniors' residence can refer to CPQS or the Public Curator to file a complaint.

### Intimate partner violence:

**S.O.S. Violence conjugale**

For victims of conjugal violence and others who are affected by it, *S.O.S. Violence conjugale* offers services (over the telephone) of support, evaluation, information, raising awareness and referrals that are bilingual, free of charge, anonymous and confidential.

**1-800-363-9010**  
[www.sosviolenceconjugale.ca](http://www.sosviolenceconjugale.ca)  
24 hours a day, 7 days a week

### For victims of criminal acts:

**CAVAC**  
**Centre d'aide  
aux victimes  
d'actes criminels**  
(Victims of Crime  
Assistance Center)

Front-line services available to any person who has been a victim of a crime and their loved ones, as well as to witnesses of an indictable offense (whether or not the perpetrator has been identified, arrested, prosecuted or convicted).

**1-866-LE CAVAC**  
(1-866-532-2822)

Depending on your region:  
[www.cavac.qc.ca/regions/  
accueil.html](http://www.cavac.qc.ca/regions/accueil.html)

**CALACS**  
**Centre d'aide  
et de lutte contre  
les agressions  
à caractère sexuel**  
(Help Center and Advocacy  
for Victims of Sexual Assault)

Support services for women who have been victims of sexual assault and their loved ones. The organization's mission to counter all forms of sexual assault

**1-877-717-5252**

Depending on your region:  
[www.rqcalacs.qc.ca/calacs.php](http://www.rqcalacs.qc.ca/calacs.php)

**Helpline for Victims  
of Sexual Assault**

Helpline, information and referral for victims of sexual assault, their loved ones and intervention workers. Bilingual and confidential services.

**1-888-933-9007**

[www.agressionssexuelles.  
gouv.qc.ca](http://www.agressionssexuelles.gouv.qc.ca)

24 hours a day, 7 days a week

### For situations of financial fraud:

**Municipal police or  
Sûreté du Québec**  
(Quebec provincial police)

Reception and processing of complaints related to fraud, extortion or identity theft.

Depending on your region:  
[www.securitepublique.gouv.  
qc.ca/police/bottin.html](http://www.securitepublique.gouv.qc.ca/police/bottin.html)

**Anti-fraud Centre  
of Canada**

Agency that collects information and criminal intelligence on fraud complaints originating in Canada.

**1-888-495-8501**

[www.antifraudcentre.ca/  
index-eng.htm](http://www.antifraudcentre.ca/index-eng.htm)

**Autorité des  
marchés financiers**  
(Financial Markets Authority)

Support and protective services: filing a complaint about a representative or a company offering financial services; reporting fraud.

**1-877-525-0337**

[www.lautorite.qc.ca/en/  
general-public/](http://www.lautorite.qc.ca/en/general-public/)

**Office de la protection  
du consommateur**  
(Protection of consumers office)

Information services and the reception of complaints relating to a purchased product or service.

**1-888-672-2556**

[www.opc.gouv.qc.ca/en/consumer/](http://www.opc.gouv.qc.ca/en/consumer/)

**Equifax Canada**

Credit bureau that offers products that monitor credit and identity theft.

**1-800-465-7166**

[www.consumer.equifax.ca/  
en/personal/](http://www.consumer.equifax.ca/en/personal/)

### For situations of financial fraud (continued):

<b>TransUnion Canada</b>	Credit bureau that offers a Fraud Victim Assistance Department (FVAD): products that monitor credit.	<b>1-877-525-3823</b> <b>www.transunion.ca</b>
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## OTHER RESOURCES

### Community organizations specialized in countering mistreatment of older adults:

Certain community organizations have the principal mission of acting against mistreatment of older adults. However, these organizations are not accessible in all regions of Quebec. Examples:

- **DIRA:** Dénoncer (Report) – Informer (Inform) – Référer (Refer) – Accompagner (Accompany) (Estrie, Laval)
- **SAVA:** Support for persons who are victims of mistreatment (Montréal, Vallée-du-Haut-Saint-Laurent)

To find out about the organizations in your region:

**Ligne Aide Abus Aînés**  
(mistreatment helpline)  
**1-888-489-ABUS**  
(1-888-489-2287)

### Organizations of alternative justice :

#### **Équijustice** Group of alternative justice organizations in Quebec

Citizen mediation services are available in many regions of Quebec that offer to accompany older adults in a situation of mistreatment or bullying.

**1-877-204-0250**

Depending on your region:  
**www.equijustice.ca/fr/**  
**trouver-un-membre**  
(Website in French only)

### Organization offering services specifically to caregivers of older adults:

#### **L'APPUI** pour les proches aidants d'aînés

(Support for caregivers  
of older adults)

A professional, confidential and free telephone service for caregivers who care for older adults and their families, health care professionals and professionals.

**1-855-852-7784**

**www.lappui.org**



## PRACTICAL ADVICE

Allow time at the end of activities to make a brief presentation of some important services that may be useful for participants.



## TO ENCOURAGE FURTHER REFLECTION

For information on the principal roles and responsibilities of the various partners involved in countering mistreatment, please refer to the *Guide de référence pour contrer la maltraitance envers les aînés*<sup>38</sup> at this address:  
**www.mfa.gouv.qc.ca/fr/publication/Documents/13-830-10F.pdf**

## APPENDIX 4

### MEMORY AID

#### PREPARING AND SELF-EVALUATING THE ANIMATION <sup>13</sup>

#### PREPARATION FOR THE ANIMATION

Title of the activity: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_ Length of activity: \_\_\_\_\_

#### The location?

Location (organisation, living environment):

Approximate size of the group: \_\_\_\_\_

Address: \_\_\_\_\_  
\_\_\_\_\_

Characteristics to consider (physical limitations, cognitive delays, culture, a language other than English or French, etc.):

Resource person:

\_\_\_\_\_  
\_\_\_\_\_

Other information: \_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

#### Necessary material?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

#### EVALUATION OF THE ANIMATION

CHECK THE BOX CORRESPONDING TO THE DEGREE OF SATISFACTION FOR EACH SECTION...	VERY	AVERAGE	LOW
The knowledge of the content.			
The capacity to maintain the interest of the group.			
Ease in front of the group.			
Relaying clear and precise information to the group.			
Using material to support the animation.			
Management of the exchanges within the group.			
The ability to summarize and conclude.			

## APPENDIX 5

### EVALUATION ASSESSMENT FOR AN AWARENESS-RAISING ACTIVITY <sup>3</sup>

To be completed by the participants

#### EVALUATION ASSESSMENT OF AN ANIMATION

- The objective of the meeting was clearly identified ☹️ 1 2 3 4 😊
- The objective was attained ☹️ 1 2 3 4 😊
- The itinerary of the meeting was well presented ☹️ 1 2 3 4 😊
- The animator was clear ☹️ 1 2 3 4 😊
  
- The ambiance favoured participation ☹️ 1 2 3 4 😊
- The length of time was reasonable ☹️ 1 2 3 4 😊
- The time of the meeting was suitable ☹️ 1 2 3 4 😊
- The location of the meeting was appropriate for our needs ☹️ 1 2 3 4 😊
  
- I am now able to recognize mistreatment ☹️ 1 2 3 4 😊
- I am now able to recognize bullying ☹️ 1 2 3 4 😊
- I now know of the resources available to older adults ☹️ 1 2 3 4 😊
- I now feel more equipped to react in situations of mistreatment ☹️ 1 2 3 4 😊

#### Suggestions and Comments:

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#### PRACTICAL ADVICE

You can add questions such as:

- What was my motivation level to participate in this activity?
- Would I recommend this activity to another person?

These questions allow you to evaluate the state of the participants before and after the activity and to measure their overall satisfaction of the activity.

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